Strategic approaches to the development of digital literacies

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Strategic approaches to the development of digital literacies

This workshop will cover the eight essential elements of digital literacies, exploring ways in which AMICAL institutions can benefit from a strategic approach to the area. The sessions will be of particular use to those who wish to think critically about the role of universities in 21st century society. Participants will leave the workshop empowered with the knowledge and skills to begin implementing digital literacies in a relevant context at their home institution.

Intended for: librarians, faculty and technologists who are interested, or already involved, in the integration of digital literacies at the course or strategic level at their institution.

Doug Belshaw

Co-founder

We Are Open Co-op

Doug is an 'Open Educational Thinkerer' who specialises in new literacies, digital credentialing, and helping both people and organisations become more productive in their use of technology. He's based in the North East of England and works globally.

As a former teacher, school senior leader, and university researcher, Doug has experience in most sectors of education. He's also worked for the non-profit Mozilla Foundation as Web Literacy Lead, and Moodle where he designed and oversaw the development of MoodleNet, a federated, resource-centric, social network for educators.

Personal pronouns: He/his

https://www.amicalnet.org/people/doug-belshaw

Any burning questions?

Structure of the day

09:15 - Session 1: Preparing the ground *(Multi-structural)*

11:15 - BREAK

11:30 - Session 2: Laying the foundations *(Relational)*

12:30 - LUNCH

13:30 - Session 3: Building the structure *(Extended abstract)*

15:00 - BREAK

15:15 - Session 4: Making it watertight *(Extended abstract)*

16:15 - END

SOLO Taxonomy

Session 1

Preparing the ground

09:15 - 11:15

Session 1 structure

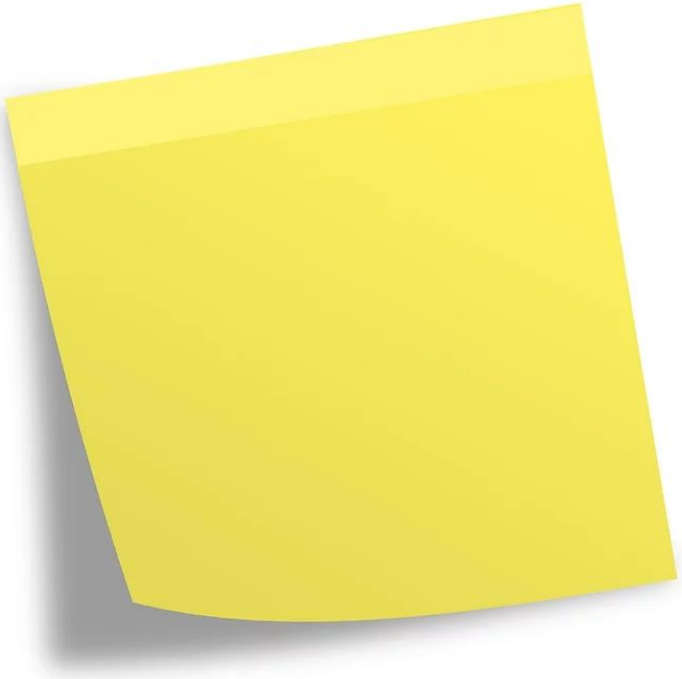
09:20 - Introductions

09:45 - Just One Thing

09:55 - Competency, Literacy, Fluency

10:25 - The Essential Elements of Digital Literacies

Introductions



Say hello to the person sitting next to you. On a post it, draw/write:

1. A **picture** of them
2. Their **name**
3. **What** they do
4. **Where** they're from

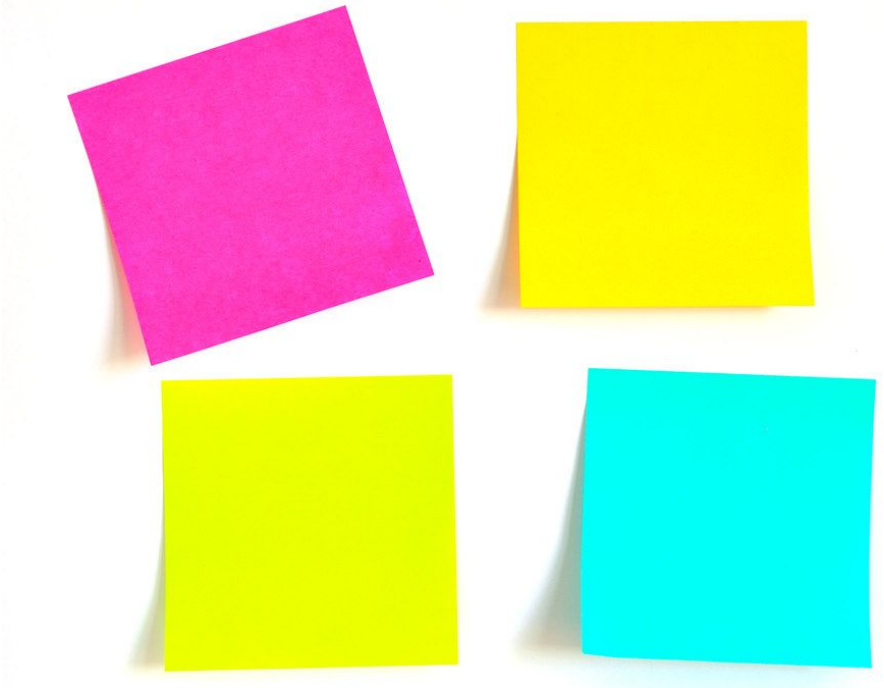
When you're finished, give it to the person who it represents!

Just One Thing

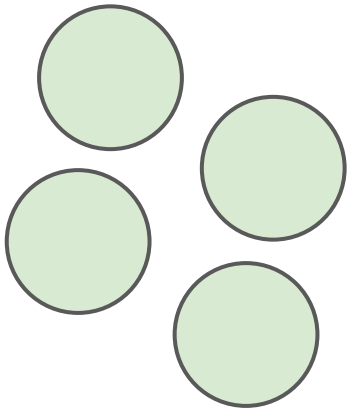
Now write down **ONE** thing you would like to get out of today.

It could be something concrete or something more abstract - it's up to you!

(once you're done, please stick your post-it up on the wall)



Competency, Literacy, Fluency

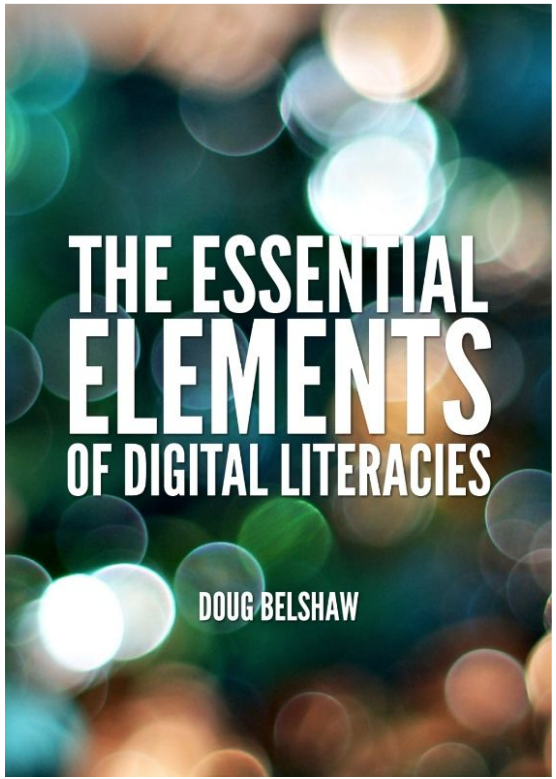


What would you say are the differences between the following?

- Digital **competence**
- Digital **literacy**
- Digital **fluency**

The Essential Elements of Digital Literacies

Link



BREAK

Session 2

Laying the foundations

11:30 - 12:30

Session 2 structure

11:30 - The Importance of Context

11:50 - Defining the Essential Elements

The Importance of Context

R·I·T Kosovo

THE AMERICAN UNIVERSITY of PARIS 50 YEARS

American University of Sharjah 1997

How might the different **context** of these institutions influence their approach to the development of digital literacies?

The Importance of Context

"**Computational/Digital Literacy** demonstrates the ability to understand the uses of digital devices and media for learning, working, communicating and collaborating and to employ such devices in our lives. It is the ability to understand and evaluate the special challenges posed by the complexity of digital sources and environments."

https://kosovo.rit.edu/doc/senate/Academic%20Program%20Profile.pdf (2011)

The Importance of Context

"**Technical Literacy** demonstrates the ability to understand and use technology effectively and to think critically about issues and decisions related to technology in society."

https://kosovo.rit.edu/doc/senate/Academic%20Program%20Profile.pdf (2011)

The Importance of Context

"AUP's mission is to educate its graduates to communicate effectively in a world of many languages…to be **digitally literate** in a world of swift-paced change; to understand the ethical imperatives of living in such a world…"

https://www.aup.edu/about

The Importance of Context

"When you walk across the stage at graduation you will be equipped with the **digital literacy** necessary to lead in a world of swift-paced change, and the compassion to recognize the vital importance of differences between individuals, cultures, and disciplines."

https://www.aup.edu/academics/core-capabilities

The Importance of Context

Goal H. Develop the skills and abilities to **thoughtfully seek information**, critically analyze sources, and clearly formulate complex ideas

Outcome H.6. Identify and **access information resources** efficiently and effectively based upon the Association of College and Research Libraries standards

INFORMATION LITERACY

https://www.aup.edu/academics/core-capabilities

The Importance of Context

Goal I. Investigate how **digital technology** can facilitate inquiry and the advancement of knowledge

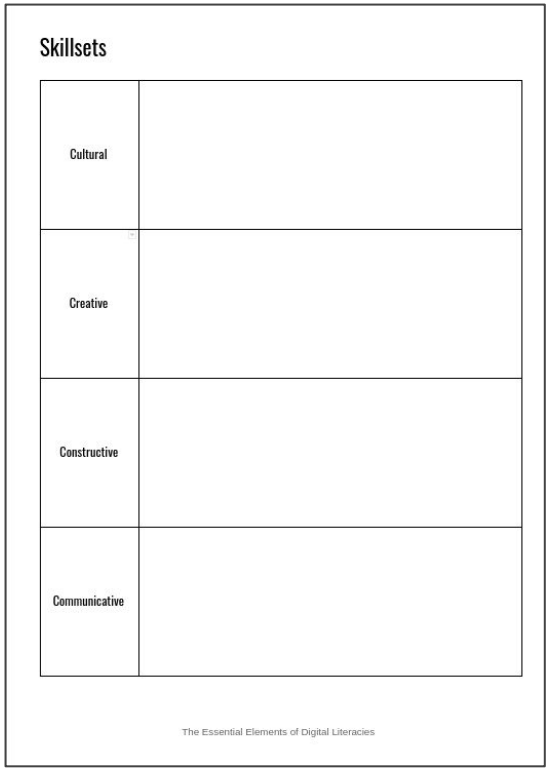
Outcome I.1 Demonstrate how **digital technology** can contribute to understanding

Outcome I.2. Demonstrate the ability to use **digital technology** to enhance analysis, description and presentation

COMPUTER LITERACY

https://www.aup.edu/academics/core-capabilities

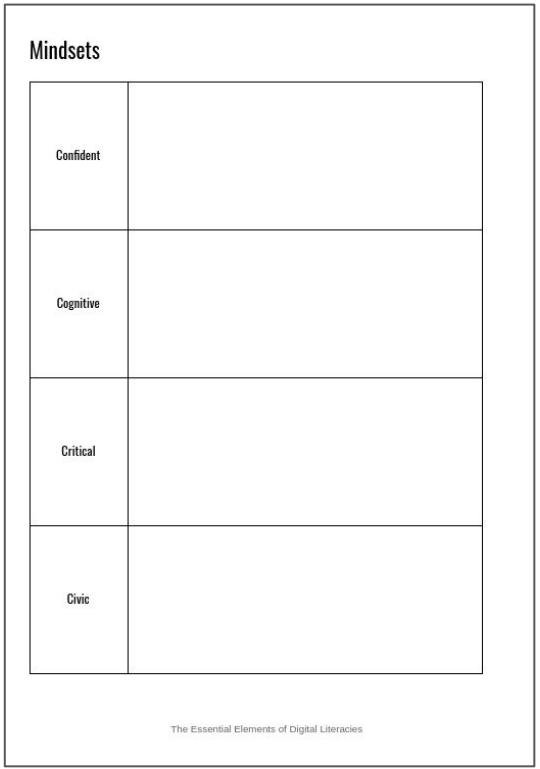
Defining the Essential Elements



Skillsets

Cultural	
Creative	
Constructive	
Communicative	

The Essential Elements of Digital Literacies



Mindsets

Confident	
Cognitive	
Critical	
Civic	

The Essential Elements of Digital Literacies

In pairs, start defining the Essential Elements for a particular context - either your own institution, or one of the three examples given.

Aim to try and define at least three of them, so that you can start to see the overlaps!

Cu
Cultural

Cr
Creative

Cn
Constructive

Co
Communicative

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

Cf
Confident

Cg
Cognitive

Ct
Critical

Ci
Civic

LUNCH

Session 3

Building the structure

13:30 - 15:00

Session 3 structure

13:30 - Sharing back outputs from pre-lunch activity

13:50 - What is the role of universities in 21st century society?

Sharing back outputs from pre-lunch activity

1. What did you learn when looking at strategies from AMICAL member institutions around digital literacies?
2. What was interesting?
3. What was unexpected?

What is the role of universities in 21st century society?

Link

BREAK

Session 4

Making it watertight

13:30 - 15:00

Session 4 structure

15:15 - The importance of ‘productive ambiguity’

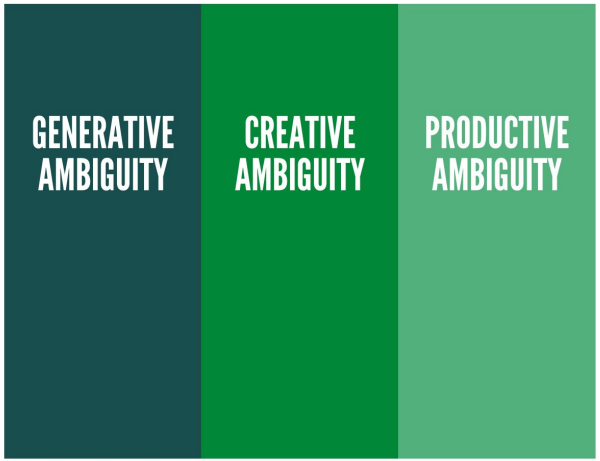
15:30 - Revisiting ‘Just One thing’

15:45 - Next steps

16:00 - (Optional) further discussion

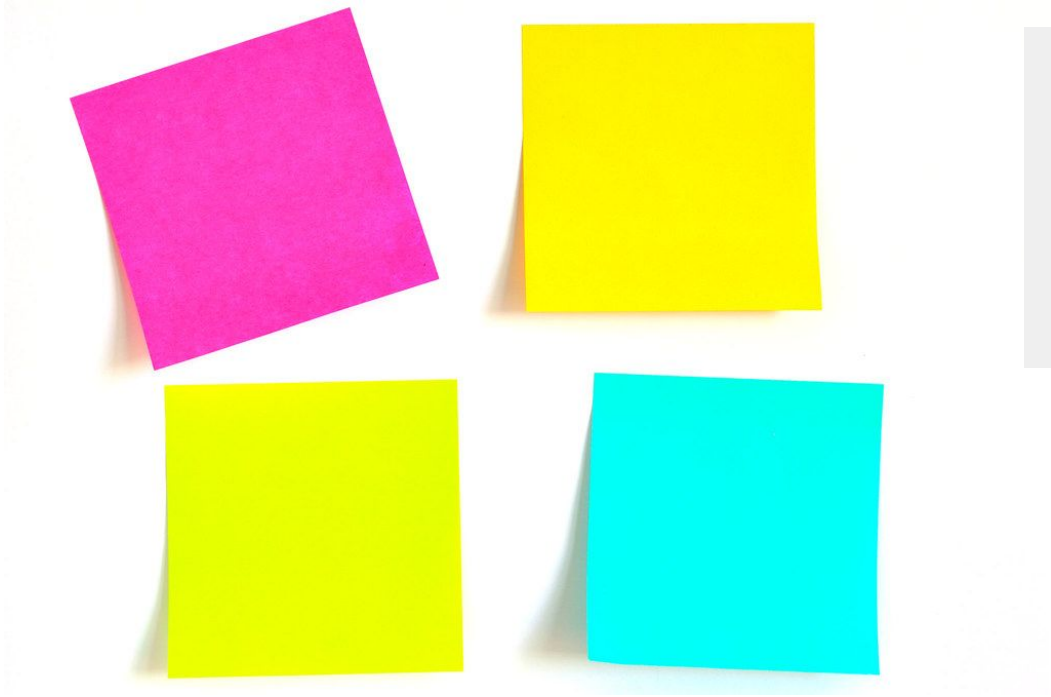
The importance of ‘productive ambiguity’

Link



DEAD METAPHORS

Revisiting ‘Just One Thing’



Did we get what we wanted to out of today?

Let’s have a look!

Next steps

What are you going to do as a result of today's workshop?

Write down 1-3 things you're planning to do on a post-it...

(feel free to draw or write, or both!)

Thanks for coming!

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(Optional) further discussion

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Want to continue the conversation? Great!

Need to go? That's OK too!

Topics we could discuss:

- Credentialing digital literacies
- Curriculum mapping
- Your specific context
- *Anything that's on your mind!*

Email: doug@weareopen.coop

References

- AMICAL Digital Literacies survey results: https://www.amicalnet.org/assets/files/amical-2019-aboulmagd-gima.pdf
- Beetham & Sharpe (2010) 'Pyramid model' of digital literacy development model: https://www.jisc.ac.uk/full-guide/developing-digital-literacies
- Belshaw (2014) The Essential Elements of Digital Literacies: https://gum.co/digilit
- Lankshear & Knobel (2017), Digital Literacy and Digital Literacies: - Policy, Pedagogy and Research Considerations for Education: https://www.idunn.no/dk/2015/Jubileumsnummer/digital_literacy_and_digitalliteracies_-_policy_pedagogy?languageId=2
- Wikipedia (no date) Structure of Observed Learning Outcome: https://en.wikipedia.org/wiki/Structure_of_observed_learning_outcome

Outputs

Abdullah - FCC Lahore
Teacher of Linguistics

competence
literacy
fluency
Just One Thing
GENERAL

Outputs

What’s ONE THING we want to get out of today?

GENERAL

How to inspire institutional digital Literacy program adoption.

Nadine

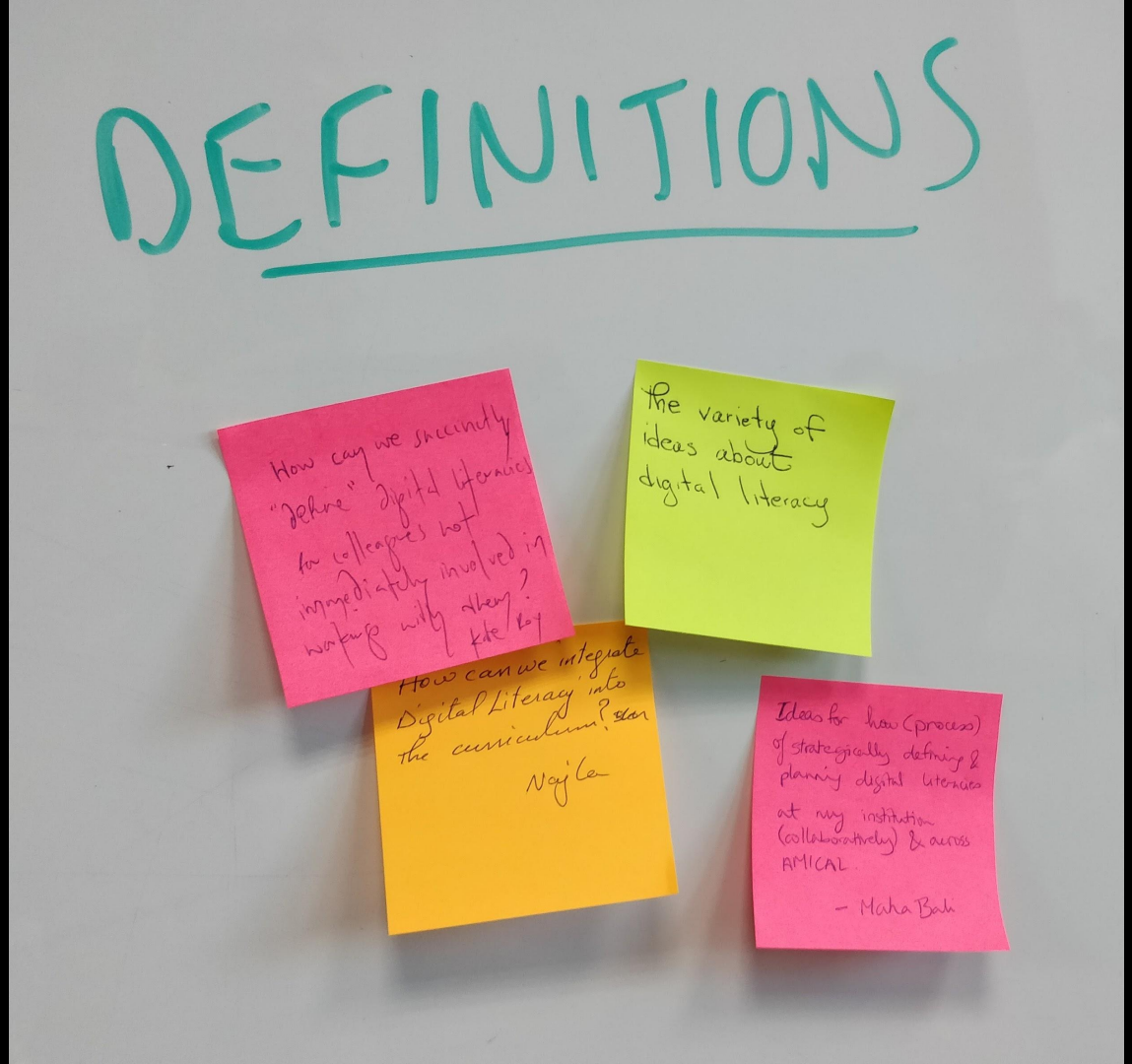
AZIZ EL Hassani
Morocco

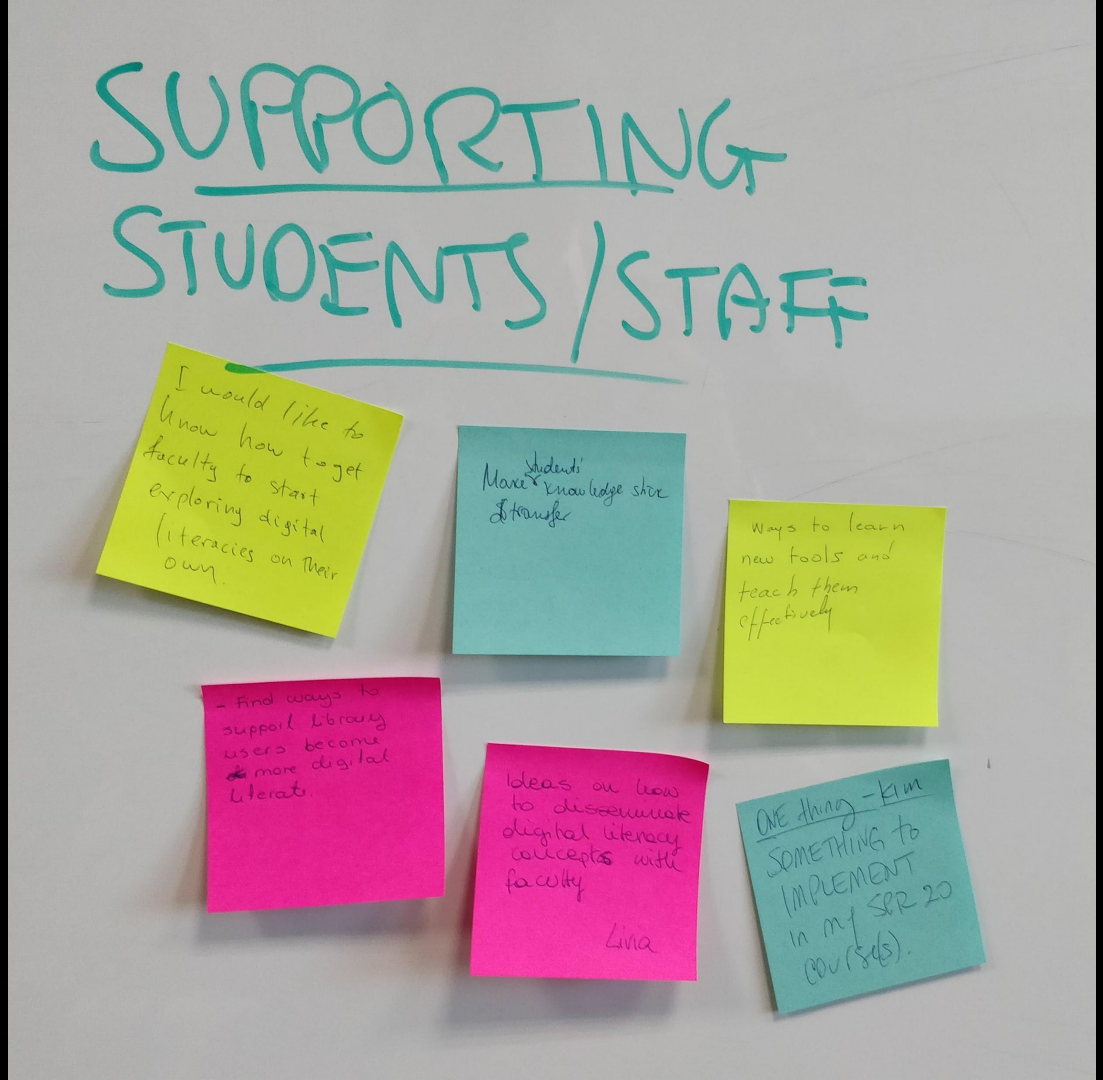
learn about Digital literacies

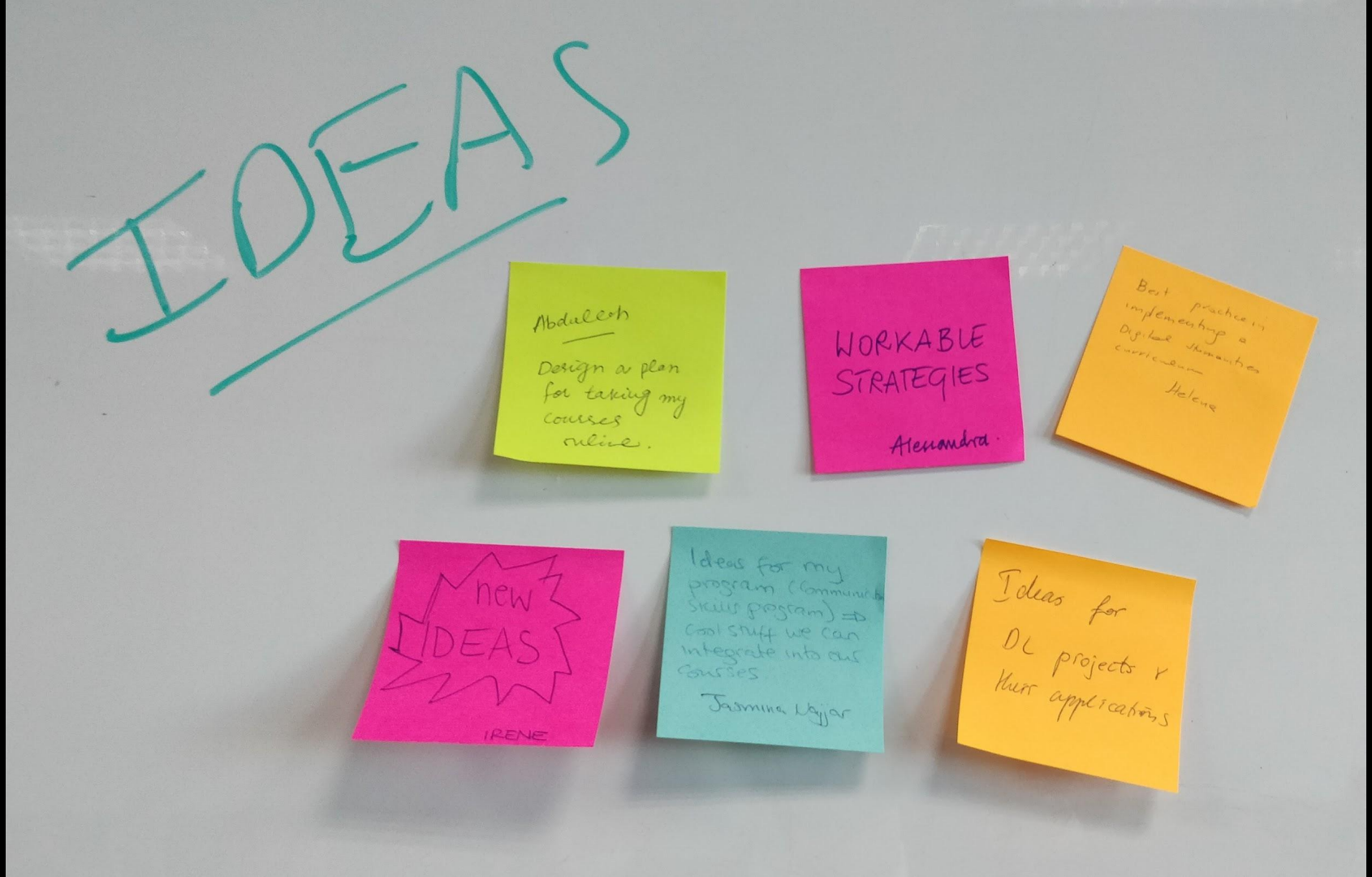
Be in the leap of digital ~~[illegible]~~ literacies

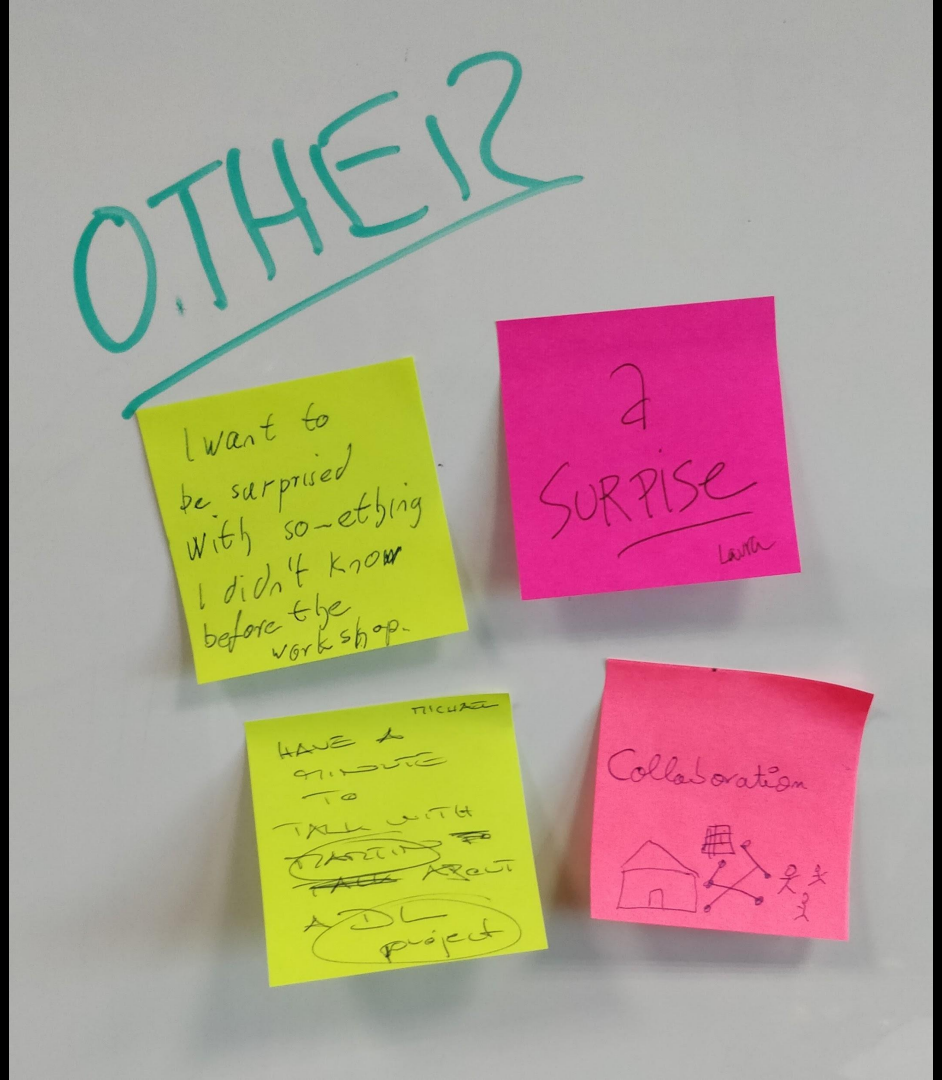
APPLY IT

back at my institution


DEFINITIONS
How can we succinctly "define" digital literacies for colleagues not immediately involved in working with them? - Kate Ly
The variety of ideas about digital literacy
How can we integrate Digital Literacy into the curriculum? - Nayla
Ideas for how (process) of strategically defining & planning digital literacies at my institution (collaboratively) & across AMICAL
- Maha Bali

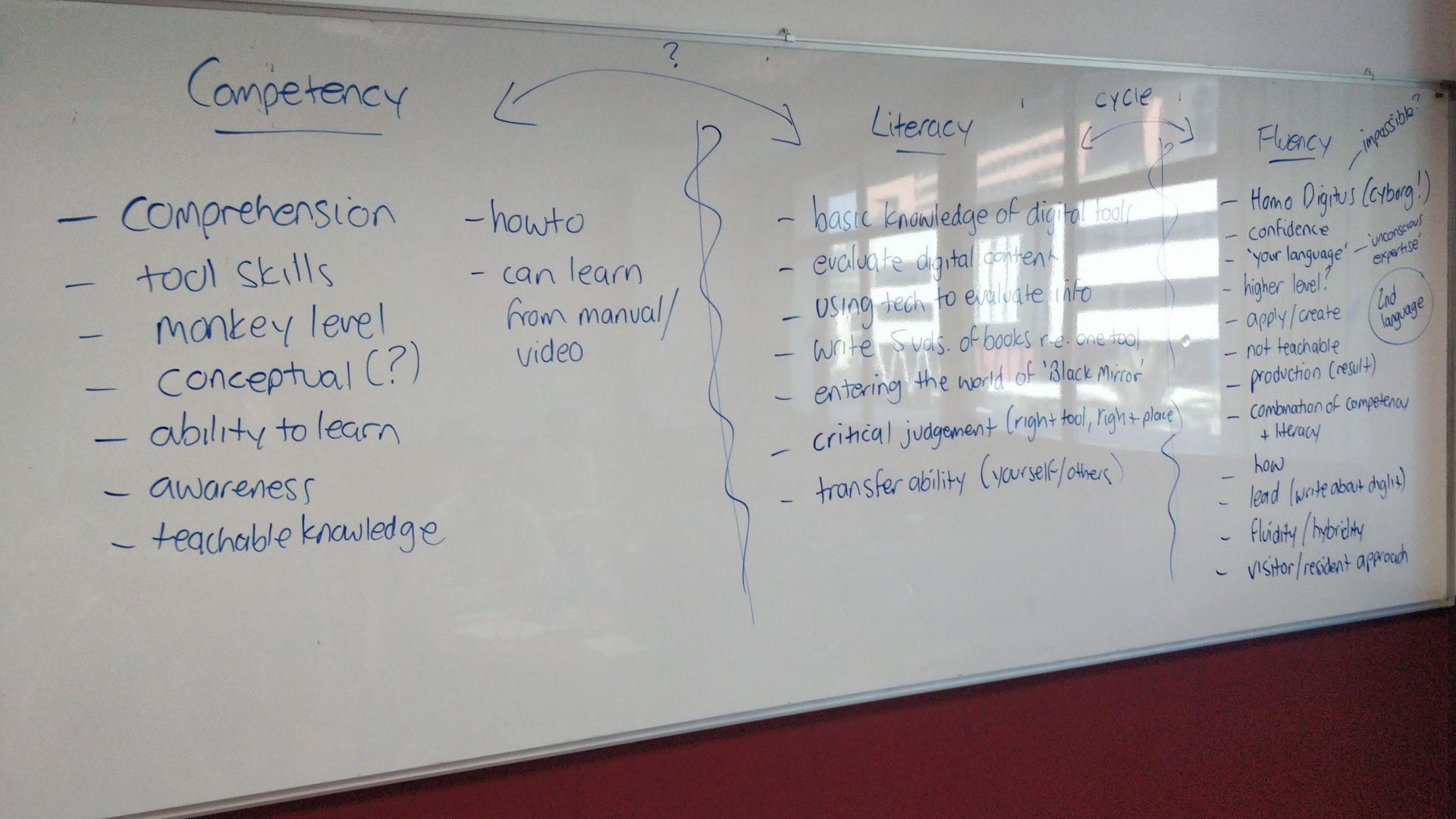

SUPPORTING STUDENTS / STAFF
I would like to know how to get faculty to start exploring digital literacies on their own.
Make Students' knowledge stick & transfer
Ways to learn new tools and teach them effectively
- Find ways to support library users become more digital literate.
Ideas on how to disseminate digital literacy concepts with faculty
Livia
ONE thing - Kim
SOMETHING to IMPLEMENT in my SBR 20 COURSE(S).


IDEAS
Abdullah
Design a plan for taking my courses online.
WORKABLE STRATEGIES
Alessandra.
Best practice in implementing a Digital Humanities curriculum
Helene
new IDEAS
IRENE
Ideas for my program (Communication Skills program) ⇒ Cool stuff we can integrate into our courses
Jasmina Najjar
Ideas for DL projects & their applications


OTHER
I want to be surprised with so-ething I didn't know before the workshop.
a SURPISE
Laura
MICHAEL
HAVE A MINUTE TO TALK WITH MARTIN ABOUT A DL project
Collaboration

Outputs

Competency / Literacy / Fluency


Competency
?
Literacy
cycle
Fluency
impossible?
- Comprehension
- tool skills
- monkey level
- conceptual (?)
- ability to learn
- awareness
- teachable knowledge
- how to
- can learn from manual/ video
- basic knowledge of digital tools
- evaluate digital content
- using tech to evaluate info
- write 5 vols. of books re. one tool
- entering the world of 'Black Mirror'
- critical judgement (right tool, right place)
- transfer ability (yourself/others)
- Homo Digitus (cyborg!)
- confidence
- 'your language' - 'unconscious expertise'
- higher level!
- apply/create
- not teachable
- production (result)
- combination of competency + literacy
- how
- lead (write about digits)
- fluidity/hybridity
- visitor/resident approach
2nd language

Competency

- comprehension
- tool skills
- monkey level
- conceptual (?)
- ability to learn
- awareness
- teachable knowledge

- how to
- can learn from manual / video

cycle

Literacy

- basic knowledge of digital tools
- evaluate digital content
- using tech to evaluate info
- write 5 vols. of books re. one tool
- entering the world of 'Black Mirror'
- critical judgement (right tool, right place)
- transferability (yourself/others)

Fluency — impassible?

- Homo Digitus (cyborg!)
- confidence
- 'your language' — 'unconscious expertise'
- higher level?
- apply / create
- not teachable
- production (result)
- combination of competency + literacy
- how
- lead (write about digit)
- fluidity / hybridity
- visitor / resident approach

2nd language

Outputs

Next steps?

NEXT STEPS